Teacher Education

Professional Laboratory Experiences

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TEACHER EDUCATION

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PREFACE

This publication has been prepared for the purpose of organizing a few principles and concepts that are basic to carrying on an effective program of professional laboratory experiences in a teacher-education program. It is intended to serve as a guide and as a basis for the discussion of professional laboratory problems that confront the teacher-education institution at which it was prepared. It may, perhaps, be of some assistance to other teacher-education institutions.

In September, 1951, the staff of the campus laboratory schools at Illinois State Normal University organized itself into committees or study groups for the purpose of solving problems that confronted them, such as determining the functions which a campus laboratory school can serve in educating teachers, improving the process of evaluating the growth and development of student teachers, augmenting the subject-matter background of student teachers, and bettering the technique for supervision and guidance of student teachers. One standing committee known as the "Laboratory School Administration Committee" gave particular attention to the broad problem of the role of laboratory schools in a teacher-education program. The content of this publication grew out of the activities and discussions of these groups. Space does not permit the publishing in detail of the work of all the committees, the developing of ideas and concepts to the extent desirable, or the giving of sufficient examples or illustrations to show how the principles and concepts can be followed.

This publication does not represent a program at Illinois State Normal University. Many of the principles and concepts are, however, being adhered to in the professional laboratory-experience program of the institution. Not the staff of the laboratory schools alone, but the entire staff of the University still faces the task of using these studies to improve professional laboratory experiences and to clarify their own ideas of what constitutes effective professional experiences.

Director and Staff of the Laboratory Schools,
Illinois State Normal University

THE PLACE OF PROFESSIONAL LABORATORY EXPERIENCES IN A TEACHER-EDUCATION PROGRAM

Students come to a teacher-education institution *to learn* to teach. It is generally accepted that certain experiences commonly referred to as "professional laboratory experiences" are essential in helping young people to accomplish this goal. If these professional laboratory experiences are to be effective in helping students to learn to teach, the staff members of the institution need to be clear in their own minds as to (a) the meaning of the term "professional laboratory experiences," (b) the principles of learning that will guide them in converting professional laboratory experiences into effective learning experiences, (c) the purposes or objectives that the professional laboratory experiences are to accomplish, and (d) the possible evaluating techniques by which the effectiveness of the experiences in accomplishing the agreed-upon purposes can be determined.

Professional laboratory experiences have been defined as "all those contacts with children, youth and adults (through observation, participation and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process."[1] This definition, which cannot be fully elaborated upon here, appears to be adequate to serve the needs in this article and to guide a staff attempting to develop an adequate professional laboratory program in a teacher-education institution. The definition would include the student's experiences in a classroom situation; work with children in homerooms, corridors, and playgrounds; affiliation with youth organizations, churches and Sunday schools; observation of and association in the business and professional organizations of the community; and participation in extra-curricular activities, in welfare and government pursuits, and in social, civic, and recreational functions in the community. In brief, it would include any contacts with the children, youth, and adults of the community which would contribute to the student's understanding of individuals and indicate how to guide individuals in their learning.

Principles of Learning

During the last half century students of psychology and of child growth and development have evolved definite principles of learning that are commonly accepted as valid and that can serve as guides in carrying on a teaching-learning process. When these principles are followed, learning is improved; when they are ignored, learning is blocked, or, at least, is not so efficient as when they are followed. Following are a few of the principles that are especially applicable in *supporting the use of laboratory experiences* and that make the

[1] John G. Flowers, Allen D. Patterson, Florence B. Stratemeyer, and Margaret Lindsey, *School and Community Laboratory Experiences in Teacher Education* (American Association of Teachers Colleges, 1948), p. 7.

contacts with children, youth, and adults most effective in helping teachers-in-training to become efficient teachers.

1. *Learning occurs when that which is being learned is directly related to some present or past experience.*

   This principle is really a restatement of the old principle of "going from the known to the unknown." If educators are to teach students the "why" and "how" of working closely with parents, they should be working with individual parents and with parent groups. If students are being taught in a college class the way to teach fourth-grade pupils to subtract fractions, those students need to see and to assist fourth graders in their struggle to learn how to subtract fractions. If it is believed that student councils furnish desirable experiences to elementary and high-school pupils, then students preparing to direct such councils in public schools need to observe and participate in active student councils at the elementary and high-school levels in campus training schools or in public schools.

   The direct experiences which are illustrated here are basic to the learning that one expects to see take place in a teacher-education institution. Indeed, all the facets of learning that the prospective teacher needs to experience in a college or university class in order to become an efficient teacher will be more effective when real life experiences with children, youth, and adults accompany the classroom work. Such a concept applies to academic courses as well as to professional courses.[2]

2. *Effective teaching is hardly possible apart from application.*

   This principle has a definite relation to the principles mentioned above. The teaching of the formula for determining the volume of a cylinder will not be very effective unless it is applied in a real life situation and unless somebody wants to know what the cubic contents of a cylinder are.

   Likewise, if teachers-in-training participate in a college election, they will become aware of the need for helping children and youth to understand the necessity for all eligible citizens to take part in electing public officials. Knowing how to verbalize a principle or a fact and actually applying it in a real situation are two different things. Every effort should be made to teach the application.

   Fortunately, the problems-approach method often used in university professional and academic courses lends itself

[2] For a full discussion of this idea with illustrations of how it can be carried out, see "Laboratory Experiences in School Situations as Part of Professional Courses" and "Laboratory Experiences as Part of Academic Courses," Chapter III in John G. Flowers *et al, School and Community Laboratory Experiences in Teacher Education.*

easily to concurrent work with pupils in a campus laboratory school and in teacher-pupil planning, and will help the student gain attitudes and skills needed as a student teacher and as a teacher in public schools.

3. *The effectiveness of learning is determined by the mental, physical, and emotional responses of the learner.*

Too often the result of the teaching in a university or college classroom can be characterized as rote learning, learning to be "regurgitated" to the instructor in oral or written form. Such learning is often accompanied by boredom or by lack of interest on the part of the learner. As a result the class assumes a tone which is not conducive to learning.

If the students are studying about the services of welfare institutions, a well-planned field trip to see one of these organizations in operation will usually create a desire for learning and understanding that will give a favorable response in the classroom. Likewise, visiting a sewage disposal plant will create an interest in knowing and understanding the principles of chemistry that are in operation. Such an interest is always accompanied by an emotional response.

The statement "when we learn, we learn all over" is no idle comment. All learning is accompanied by emotional, physical, and mental responses. Laboratory experiences, as defined in this article, can improve learning; therefore laboratory experiences should be given a high order of preference in all teacher-education work.

4. *The best time to learn anything is the moment when the learner has an immediate need for learning it.*

Perhaps this principle is implicit in the three principles mentioned above. It is, however, so important and significant that it merits separate treatment. Some people have a bad emotional reaction when they hear the statement that learning does not take place unless there is a "felt need"; others repeat the term in a sarcastic tone and with "a curl on the lips." Nevertheless, the idea is basically sound. Too many students are exposed to university instruction which delineates the methods of avoiding disciplinary problems in a group of young adolescents without really learning how to cope with such problems until they face a number of unruly pupils in a study hall, home room, or classroom, and perhaps at a school party. By that time the techniques which were studied and discussed in the college classroom have been forgotten by the student or the teacher on the job. The reason is obvious: the students in the university classroom were short on "felt needs" when the instruction was given. It is the frequently repeated complaint of supervising teachers in laboratory schools that student teachers cannot make daily or long-time

plans for carrying on learning experiences in the classroom; nevertheless the instructors in education courses have continued to teach lesson planning in a vacuum. Too often the students receiving the instruction feel no need for learning to plan. The natural conclusion seems to be that the instruction should take place when the students are faced with a situation which demands lesson planning.

When laboratory experiences are provided before or concurrently with the desired learning, the student becomes aware of the need for the learning. Consequently the period of time during which the student is gaining the laboratory experience and the time following that experience are the best for learning. There is, then, a great need, after the student-teaching experience, for a block of time during which the student can take professional and academic course work which he for the first time realizes he ought to have.

5. *Since students vary in their ability to learn and in the rate at which they can learn, the learning experiences must be adapted to the individual.*

A very cursory examination of the freshmen tests given at any teacher-education institution will reveal the wide spread of ability among the students. On the elementary level, and to some extent on the secondary level, more and more provisions are being made to care for individual differences. Similar provisions need to be made on the college level. Some students in the college or university classroom can profit much more than others from lectures, reading assignments, recitations, and discussions. Those of lower potential require a greatly enriched background of experience. Laboratory experiences, as defined in this article, can do a great deal to provide that greatly enriched background of experience.

Some students need more observation and participation than others to realize their needs and to grasp the significance of the teaching-learning situations that they see or participate in. The amount of growth and development varies immensely among student teachers. Because of this fact, the amount or length of assignment for student teaching should be flexible so that those who develop more slowly can have more time and more guided experiences in order to develop the needed competencies than those who develop rapidly.

Because individual differences exist among all student groups, some teacher-education institutions have developed "post-student-teaching" programs. In these programs some students do additional reading and study, some are given laboratory experiences which will reduce or eliminate weaknesses that were evident in their student-teaching work, some

may continue the customary student-teaching work, some are permitted to extend their experiences in areas where they have demonstrated great interest and ability, and others may be guided into other course work, particularly on the graduate level. In short, each student is looked upon as an individual and is given the experiences which he needs in order to develop his maximum efficiency as a teacher.

If the principles and concepts that have been developed for taking care of individual differences on the elementary and secondary level are sound, then these same principles and concepts can serve as guides in taking care of individual differences on the college or university level in a teacher-education program and should be used in planning a program of professional laboratory experiences. Such principles as those listed above can serve not only as guides in developing laboratory experiences which are effective in teaching how to teach but also as guides for selecting laboratory experiences which can be used concurrently with classroom instruction in professional and academic courses. Such principles warrant more study and wider application than is usually given to them in teacher-education programs.

Purposes of Laboratory Experiences

The definition of "professional laboratory experiences" and the principles that are basic in providing laboratory experiences have been mentioned above. If such experiences are to be effective in educating teachers they must be geared very closely to accepted purposes and objectives.

In this article only three broad and general objectives will be proposed.

1. Laboratory experiences should be used to implement theory.

Five of the commonly accepted principles of learning were listed above because they are especially applicable to the providing of laboratory experiences. Throughout the professional work in a teacher-education program such principles are presented and discussed. One of the principles states that the application must be taught, another is that the best time to teach anything is when there is a need for its use, and still another is that subject-matter to be taught is best learned when it is directly related to life experiences. In short, laboratory experiences can be used to implement theory. They can be used to show and to test the pragmatic value of the theories that are taught.

In a teacher-education program many basic principles, laws, and concepts outside the area usually referred to as professional work are being taught. For example, theories of teaching art and music appreciation, basic principles of teach-

ing health and physical education, principles and methods of teaching arithmetic, and many similar concepts are being taught in academic departments. The teaching of these principles and theories needs to be accompanied by professional laboratory experiences so that the student will see them implemented and tested in action.

2. *Laboratory experiences should be used as a field of activity through which the student, as a result of the problems encountered and the questions raised, will become aware of his need for further study.*

Since learning takes place best when there is a need to learn, professional laboratory experiences in which the student is confronted with a teaching-learning situation will cause him to see his problems and to raise questions that in turn will make him realize his need for further study. This realization of his own shortcomings will be an incentive to him.

The difficulty of teaching students in a theory class to write plans before the plans are really needed in a student-teaching situation has already been cited. Laboratory experiences, particularly on a participation basis, at the time the teaching in the university class is taking place would produce a feeling of needs that would improve the learning in the university class because the students will see problems and raise questions that require further study for a solution.

Several departments at Illinois State Normal University have well-organized pre-student-teaching laboratory experiences; the results in improving the learning of how to teach justifies the acceptance of the objective as stated above. For example, the elementary majors, in connection with their study of child growth and development, use the laboratory schools to observe and record evidence of pupil behavior in relation to the environment. In the junior year these same people, as a part of their work in early, middle, and later childhood study, participate in the classroom two hours a week for twelve weeks. They may engage in such activities as helping an individual child with arithmetic, reading, or spelling; working with small groups of children or committees; or guiding laboratory work in science with individual children or small groups.

The Department of Health and Physical Education for Women also has a required two-semester course in the junior year which consists of four nine-week assignments in participation in physical-education classes. Each junior student assists in elementary-school, high-school, and college classes in order to observe the behavior and general characteristics of the different age levels; to learn how to organize and to teach

small groups at these levels; to have practical experience in caring for equipment, making lesson plans, evaluating teaching, checking attendance, officiating, assisting in the locker room, and observing safety and health precautions. The student has regular conferences with the supervising teacher which culminate in a written evaluation of the experience and a final grade for each nine weeks' experience. The Department hopes that this type of experience may be extended to the sophomore year, the sophomore student spending two semesters with the college classes and the junior student assisting for one semester with a class at the elementary level and another semester with a class at the secondary level.

3. *Laboratory experiences furnish an opportunity for an instructor to study with the student the effectiveness of the student in guiding actual teaching-learning situations and to offer him immediate help.*

Many students are confused when they are confronted with the complexity of a teaching-learning situation and with the realization of the skills and ideas needed for meeting it effectively. This confusion often becomes evident when a student is given a student-teaching assignment and often carries over to the time when he is employed in a public school. The effectiveness of the instruction given in a teacher-education institution in an effort to make a student competent to meet such situations will be increased if the student can actually encounter some of these confusing problems at the same time the instruction is being given.

It is one thing to tell students or discuss with students the why and how of organizing a classroom on an ability or interest basis; it is quite another thing to make the instruction vitally meaningful. Unless the students are given an opportunity to see or participate in a classroom situation where the particular techniques are in operation, the instruction is likely to be quite barren. If they are given this opportunity, the instructor is in the ideal position of being able to clarify principles and concepts, to suggest ways and means of carrying on such a classroom organization, and to give the student a feeling of competency and confidence in dealing with the situation. The laboratory experience will bring to the surface the needs of the student and result in his asking pertinent questions.

Evaluation of Effectiveness of Professional Laboratory Experiences

It is pedagogically unsound to set up objectives, to suggest experiences for reaching the objectives, and to outline principles and techniques for carrying on the experiences without at the same time

establishing a process for evaluating how well the objectives have been reached.

An accepted principle for evaluation of any educational endeavor is that evaluation should be based upon the behavior of the learner in terms of accepted objectives. For example, three objectives for using laboratory experiences have been stated. If these objectives are accepted, then means should be established for observing and recording the behavior of students to determine how well the objectives are being met. As previously stated, laboratory experiences should be used as a field of activity which, as a result of the problems encountered and the questions raised, will help the student to see his need for further study. If laboratory experiences are provided that presumably will contribute to the accomplishment of this objective, then such questions as the following require answering:

1. Do the students express any feeling of inadequacy in meeting the problems?
2. Do the students ask questions that indicate they feel a need for more information or for a better understanding of how to proceed in meeting the problem?
3. Do the students on their own initiative read more thoroughly and widely in attempting to get help in meeting their problems?
4. Does the university classroom instruction take on an increased enthusiasm for learning and an emotional tone that would indicate improvement in learning?
5. After such experiences, do student teachers demonstrate that they can participate in or take over the teaching-learning situations in the classroom more quickly than those student teachers who have not had laboratory experiences concurrently with their instruction?
6. Is there evidence that student who have been provided these experiences are better teachers in the public schools than those who have not had such experiences?

Many more such questions need to be asked and answered if there is to be a valid evaluation of the degree to which the objective has been accomplished. Similar questions need to be asked for the other two objectives. Some valid evidence can be obtained while the experiences and instructions are taking place, some evidence will have to be obtained during the student-teaching assignment, and some will have to be obtained after the students have become teachers in the public schools.

The point is that any educational endeavor should be accompanied by a well-reasoned and well-planned evaluation procedure. The effectiveness of laboratory experiences in helping students to learn to teach lends itself quite readily to sound evaluation.

In another section of this *Bulletin* proposed principles and

methods for the evaluation of student-teaching experiences are presented. That section should prove helpful in developing principles and techniques of evaluation procedures, for, although student teaching is only one area or type of laboratory experience, the techniques and principles proposed for evaluating student teaching are applicable to all laboratory experiences.

If such ideas and concepts as have been discussed in this article are to be effectively used in helping students to learn to teach, active cooperation and a close-working relationship between the laboratory schools and the rest of the teacher-education institution are necessary. How many times this idea has been stated! The instructors in the university need to know the principles, methods, and objectives followed in the laboratory schools as well as the types of experiences provided to reach the objectives. The teachers in the laboratory schools need to have similar information about what is taught in the university and professional classes. An exchange of outlines of course content will be beneficial but will not secure the desired results. More teacher-teacher planning between teachers in the laboratory schools and instructors in the university classes will come nearer to attaining the ideal situation.

FUNCTIONS OF CAMPUS LABORATORY SCHOOLS

In the opening chapter of this publication arguments to show that professional laboratory experiences play an important role in helping students *to learn* to teach are presented. This chapter deals with the objectives of a program of professional laboratory experiences, with the principles that are basic in carrying on an efficient program of such experiences, and with the method of evaluating the results of such a program by observing the behavior of the students in terms of accepted objectives. Many teacher-education institutions maintain campus laboratory schools for the purpose of making available and easily accessible to the students and to the instructors in the institution the opportunities to observe and participate in professional laboratory experiences.

The question is often raised, "Do campus laboratory schools pay their cost?" The answer is "yes" if the staff in the laboratory schools and in the other departments of the teacher-education institution have demonstrated:

1. That they know, have clearly stated, and are carrying out the functions or objectives that they have accepted for the laboratory schools.
2. That the school is providing the professional laboratory experiences that will accomplish the accepted objectives.
3. That staff members of the institution actually use the professional laboratory experiences which are available to improve the students who are learning to teach effectively.
4. That an evaluation system has been developed to determine how well the entire program of laboratory experiences is achieving the prescribed objectives.

A committee that has been working on the problem of determining the functions of a campus laboratory school accepted the task of determining what functions would be expedient in a campus laboratory school and then defined those functions so that they could be easily understood, thereby reducing the confusion and misunderstanding that might arise when the functions were discussed. The results of the work of the committee in this respect follows:

a. Experimentation

Experimentation is that function of a campus laboratory school which tests results of research as well as the methods and techniques proposed by members of the laboratory school staff and by individuals or groups outside the school in order to find improved ways of educating children and of promoting teacher education.

b. Research

The purpose of research is to solve problems that arise out of school situations. Research is concerned with hypotheses, or pos-

sible solutions, with the gathering of data, with the interpretation of data, with the testing of hypotheses, and with the resulting generalizations.

c. Participation (now commonly called "pre-student-teaching experiences")

Participation provides teachers in training with experiences that precede student teaching; its purpose is to afford students the opportunities to learn classroom procedures, to integrate theory and practice, and to observe and study the behavior of children. It prepares the student for a meaningful and rapid induction into student-teaching responsibilities.

d. Demonstation

Demonstration teaching is provided for groups or individuals for the purpose of demonstrating a method of teaching or a method of carrying on a learning experience with children. Demonstrations are usually provided for a definite purpose agreed upon by the demonstrating teacher and a group or individual desiring to see some special way of providing learning experiences. The "demonstrating teacher" may be a classroom teacher, a faculty member in charge of a student council, a director of a recreational program, or a staff member in charge of a science exhibit. Likewise he may find himself in charge of any other situation in which a group or individual is carrying on a learning experience to demonstrate a certain way of doing the work.

e. Student Teaching

Student teaching is the period of guided teaching in which the student takes increased responsibility for the work with a given group of learners over a period of consecutive weeks.

f. Observation

Observation privileges enable individuals or groups to observe the "on-going work" in a school or in any other teaching-learning situation. Such observations need to be made with definite purposes in mind and after careful planning; they are effective only if an evaluation discussion is held after the observation has been made.

After the possible functions of a campus laboratory school have been determined and the definition of each function has been clarified, it becomes the responsibility of all faculty members who work with the schools to *determine which functions they will accept* and to develop a plan to carry out these functions. It is generally conceded that no one campus laboratory school could efficiently attempt to carry out all the functions listed above. When a selection of functions has to be made by any teacher-education institution, such questions as the following arise:

1. Is experimentation an important enough function of the

campus laboratory school to be developed as a basic part of the teacher-education program? Is the staff organized or can it be organized to carry on this function? If the function is accepted, what contributions to the teacher-education program can be expected?

2. In a state teachers college such as Illinois State Normal University, should effort and money be used to develop a research program? What other functions or activities might have to give way or be curtailed to permit the development of a research program? What contributions could be expected from the research program to improve the teacher-education program of the institution or to improve the public-school program of the state? What types of research give promise of making the greatest contribution?
3. What types of participation or pre-student teaching experiences are now provided in the campus laboratory schools? Can the campus schools take on additional participation experiences without curtailing other functions of the schools or without seriously reducing the educational services to the children and youth attending the campus school? Should efforts be made to extend participation experiences into the public schools of the community and into the civic, social, welfare, recreational, and governmental organizations? What types of participation experiences lend themselves most effectively to helping students learn to teach?
4. How far should the function of providing student-teaching experiences dominate all other functions of a campus laboratory school? In situations where student teaching is the major function of the campus laboratory school as a result of carefully considered plans, customs, or tradition, should this function be reduced in order to carry out more effectively the functions of experimentation, research, participation, demonstration, or observation? Does the assignment of students to a student-teaching program in public-school situations have advantages and desirable aspects that counterbalance any losses to them from not being assigned in a campus school? In short, how extensively should the function of providing student-teaching experiences in a campus laboratory school be developed when all other possible functions are considered?
5. When studies are made of the accepted functions of campus laboratory schools in the nation, the function of observation is always listed near the top. How effective are observation experiences in helping a student to learn to teach? What differentiates effective from ineffective observation experiences? Should more observation opportunities be provided than are now provided? What improvements are necessary in the administration or carrying out of the observation program?

On March 12, 1952, a study was made of the functions that the campus laboratory schools serve at Illinois State Normal University. This study covered only the month of February, 1952, and does not give a clear picture of the situation throughout the school year. It may help, however, to give some understanding of the extent to which certain functions are being carried out in one campus laboratory-school system.

Amount of student teaching, participation, and observation as of present date (Month of February, 1952)

School	Number of Teachers Reporting	Number of Student Teachers	Number of Participants	Group Observations in February	Individual Observations in February
Metcalf	24	78	88	46	300
University High School	48	123	6	2	98
Children's School	22	25	8	4	30
Special Education	17	26	24	12	150

A great deal of money is required to operate campus laboratory schools. Many people contend that a teacher-education institution can operate effectively without a campus laboratory school. It has frequently been charged that laboratory schools do not aid the student teacher very much. The charges arise because many such schools have not fulfilled the four requirements stated in the second paragraph of this chapter or, at least, have not adequately described and communicated what they are accomplishing to all concerned. In summary, it is the obligation of a teacher-education institution to decide what functions to serve, to describe clearly how it serves these functions, and to develop an evaluation system which secures the evidence to demonstrate how well it accomplishes the functions it claims to serve.

EVALUATION OF STUDENT TEACHING

The opening chapter of this *Bulletin* deals with the place of professional laboratory experiences in a teacher-education program. In the chapter, student teaching was referred to as a desirable experience for students who are learning to teach. In chapter two, student teaching is mentioned as one of the functions of a campus laboratory school.

The personnel of an institution providing a student-teaching program should continually be asking themselves such questions as the following:

1. Why have a student teaching program?
2. What are the objectives of the program? What are the specific learnings the program is expected to accomplish?
3. What evidence can be produced that will indicate how well the objectives have been reached?
4. What basic principles can be used as guides in evaluating the effectiveness of a student-teaching program?
5. How can the results of the evaluation be recorded?

Before an evaluation procedure can be put into operation it becomes necessary to know what the program is attempting to accomplish. In other words, it becomes necessary to know what the objectives which the program is expecting to accomplish are. When these objectives are known the staff members are in a position to apply the best principles and methods available for determining how well the objectives are being accomplished. In applying these principles it becomes necessary to collect evidence of the growth and development of the students in terms of the objectives. All this means that no evaluation system will be effective without a set of objectives. In a student-teaching program a set of objectives needs to be formulated and agreed upon in order to give direction to the student-teaching program and to provide the basis upon which the evaluation can be made.

Below is listed a set of objectives that all teachers in the laboratory schools at Illinois State Normal University have had an opportunity to study. Most of the staff have, indeed, had an opportunity to discuss them in group meetings. They were originally formulated by a committee responsible for furnishing leadership in developing such a list.

Objectives for a Student Teaching Program*

1. The student teacher should develop a functional philosophy of education.

It is assumed that before a student has been assigned for student

* Space will not permit including material prepared by the committee or the suggested experiences for accomplishing the objectives. The complete report in mimeographed form can be secured from the Training School Office of Illinois State Normal University.

teaching he has developed ideas concerning the educational system and its purposes. The student-teaching experiences should broaden, deepen, and clarify his philosophy, should help him to verbalize it and to get it into practice. By the end of his student-teaching experience he should "know where he wants to go in educating children and youth and how he expects to get there."

2. *The student teacher should develop desirable personal qualities.*

   Student teaching provides opportunity for the development of many desirable personal qualities. As a result of this opportunity the student teacher should learn to improve work habits, to develop resourcefulness and initiative, and to accept responsibility as a teacher.

3. *The student teacher should develop a democratic attitude as a result of practice in the democratic process.*

   The opportunities to observe and participate in faculty meetings, in Student Council, and in class discussion groups further the student teacher's understanding of the democratic process. His experiences should include developing democratic attitudes and practices among the children he teaches.

4. *The student teacher should become aware of the necessity for comprehensive knowledge.*

   Since knowledge is not static, student-teaching experiences should foster not only continuous general and professional reading but also participation in professional organizations.

5. *The student teacher should develop the ability to evaluate himself.*

   The evaluation of teaching experiences includes the evaluation of teaching skills of personal and professional growth, and of strengths and weaknesses. The student needs to be objective in the analysis of situations and of his role in them.

6. *The student teacher should understand children as individuals and should be able to plan learning experiences to meet their needs.*

   The modern philosophy of education stresses the worth of the individual in society and the development of his maximum capacity. Therefore student-teaching should require the prospective teacher to participate in parent conferences, to keep anecdotal records, and to provide activities to meet the needs of individual children.

7. *The student teacher should develop an experimental and creative attitude.*

   The experimental approach encourages critical thinking and creative expression; it forestalls blind acceptance of traditional practices and opens an avenue for developing new ideas and techniques. Laboratory-school experiences offer possibilities for experimentation under the guidance of an experienced teacher.

8. *The student teacher should develop the ability to plan learning experiences which will accomplish the school objectives.*

One way for the student teacher to develop the ability to plan learning experiences is for him and the other students, together with the supervisors, to observe plans in action and finally to assume full responsibilty for carrying on a unit of work and other activities. The use of varied resources such as texts, supplementary books, audio-visual aids, and community personnel, becomes an integral part of his planning. It is in the student-teaching process that the student correlates theory with practice.

9. *The student teacher should be able to evaluate pupil growth.*

It may be assumed that the student has a knowledge of child development as a result of observations and readings prior to the beginning of his student teaching. To evaluate the growth of pupils, the student teacher learns to be objective and to analyze and draw conclusions for observations, records, reports, and conferences. He learns to measure growth in terms of behavior as well as in terms of academic progress.

10. *The student teacher should develop understanding of the importance of working with parents.*

There is a better rapport between the school and the home when parents understand the school program and the child's place in that program than when they do not. Parent meetings, parent study groups, and parent conferences should be a vital part of the student-teaching experience.

11. *The student teacher should have an interest in the community and a willingness to participate in the community affairs.*

Throughout his university life the student teacher has been encouraged to participate in community activities. During the student-teaching experiences, he sees the need for knowing the community, its agencies, and its resources. His participation in community affairs enables him to know and understand the children with whom he works.

12. *The student teacher should be encouraged to develop leadership.*

Prior to student-teaching experiences, the student has had opportunities to assume leadership in campus activities. As a part of his student-teaching experiences he is encouraged to avail himself of every opportunity to lead groups, to conduct meetings, and to present his views with clarity so that as a teacher he will be able to awaken community interest in and enthusiasm for the school program.

No claim is made that this list of objectives is perfect in any respect. The list does represent the best thinking of a group of teachers in a system of laboratory schools. Any set of objectives should be revised continually to meet changing purposes as well as changing

conceptions of what constitutes good teacher education. Furthermore, any set needs to be refined continually for clarity of meaning and for inclusion of new or changing responsibilities in meeting the needs of teachers as they go forth to teach in public schools. There is no doubt that a clear statement of the objectives of a student-teaching program is essential before a valid evaluation can be made of the growth and development of a student teacher and before an evaluation can be made of a program of student teaching. Whether "a laboratory school is worth its cost" can be determined only upon the bases of such evaluations.

Principles and Concepts of Evaluation

When a teacher-education institution has determined the objectives of its student-teaching program, it is in a position to start evaluating the results obtained in terms of objectives accomplished. In other words, the staff is now ready to formulate and start using a system by which the growth and development of student teachers can be evaluated and by which the effectiveness of its student-teaching program can be determined.

Below are listed eleven principles or concepts of evaluation which are considered basic in establishing an evaluation system for a program of student teaching.

1. *All evaluation should be based upon a previously accepted set of objectives.*

   The place of objectives in a system of evaluation in a student-teaching program has been discussed. Objectives give the basis upon which evaluation is to be made; the process of evaluation will indicate whether the objectives have or have not been accomplished. Without an established set of objectives there is no basis for determining whether the student-teaching program has accomplished all that should be expected of it.

2. *Evaluation happens 'with' students and not 'to' them.*

   School people approve the maximum use of the democratic processes. One basic principle is that anyone affected by a decision should have a part in making that decision. Student teachers are affected by any evaluation system; therefore the evaluation of students' growth and development should be made with them.

   The efficiency of a learner is increased when he understands the progress he is making in reaching goals and objectives. If evaluations are made with the student, he will realize the progress he is making.

3. *All evaluations should be made in terms of behavior.*

   Student teachers with similar training vary in their ability to plan, to make assignments, to confer with parents, and to make maximum use of subject-matter material, as well as in all other aspects of a teacher's work. The variation which becomes apparent in

students similarly trained constitutes "behavior" as used in this principle. With objectives in mind the teacher can observe the student's behavior and evaluate his growth and development as a teacher.

4. *Most evaluation will have to be made as a result of observation of the person being evaluated.*

Written reports, keeping of logs, anecdotal records, and other devices can be used in evaluating how well a student teacher is developing; however, the evaluation will be based in the main upon observation of the student teacher at work, upon his behavior. The personal ideals, prejudices, and standards of the one doing the evaluating will affect the appraisal; but, if the objectives which are to be accomplished are kept in mind, if the evaluating process is carried on *with* the student teacher, and if such principles as are being discussed here are followed, the personal influences and biases will be reduced to a minimum.

5. *The evaluative process used should lead to self-evaluation on the part of the person being evaluated.*

All evaluation should help develop the habit and attitude of self-evaluation. Teaching efficiency never reaches the perfect stage in any teacher. Continuous growth and development is impossible, however, unless the teacher continually observes his own behavior. If this habit and attitude is started during the period of student teaching, it will continue in the years ahead to be the force which causes the teacher to improve his teaching efficiency.

6. *Forms and record sheets, such as are used at the end of a semester with student teachers, are a record of evaluation previously carried out and are not evaluations in and of themselves.*

If Principles No. 2 and No. 4 are followed, evaluation will be taking place throughout the student-teaching period. Any devices that are used during the period, such as logs, notes on conferences, and anecdotal records, are means of evaluation and should help later in making out final reports. The final report is, therefore, a record of evaluations that have been previously made. Too often, good evaluation procedure has not been used throughout the student-teaching period; consequently, when the time comes to fill out the final record sheet, neither the supervising teacher nor the student teacher has sufficient recorded evidence or sufficiently clear-cut mental retentions of previously made evaluations to fill out the form competently.

7. *All evaluation should be based on democratic principles and should make use of the democratic process.*

Use of the democratic process was referred to under Principle No. 2. Among other principles of democracy are respect for the individual, free expression of opinion, and faith in the ability of people to think.

Living through a period of student teaching in which democratic principles are practiced and readily evident not only is an excellent professional laboratory experience for implementing and testing theory that has previously been taught but also develops democratic habits and attitudes that will carry over into public-school work. Furthermore, there is considerable research evidence to show that learning is more effective in a democratic atmosphere than in a dictatorial. The total effect will be that the learning of the student teacher will be enhanced.

8. *Evaluation should be based upon the best that is known about how people learn. Principles of learning that are sound on one level of education are sound on all other levels.*

Through study and experimentation in psychology, in child growth and development, and in practical situations, certain principles of learning have been developed and stated that are commonly accepted. A few of these were referred to in the opening chapter of this publication.[1]

These principles serve well when experiences which help pupils or students to learn to read, to use arithmetical processes, to practice good citizenship, and to develop in other areas of learning are provided. They serve equally well to guide student teachers through planned experiences which help to make efficient teachers.

9. *Evaluation in student teaching should cover the total responsibilities and activities that a teacher has to carry on.*

Many studies have been made of the total responsibilities a teacher has to assume in public-school situations. The reports of the Annual Round-Ups at Illinois State Normal University, the responses to questionnaires sent to alumni dealing with this question, and many similar studies give a fairly clear concept of the responsibilities of teachers. They run from collecting milk money, giving a talk at a parent-teacher association, and providing evidence of the growth and development of the pupils over a nine-month term, to serving as the leader in bringing about needed curriculum changes in a school system.

The evaluation of the student teacher should include a recognition of these multitudinous and varied responsibilities. If provision has not been made or cannot be made to give all the experiences needed to meet the many responsibilities, the student teacher should become aware of this fact. The degree of the student's awareness should be an essential part of the evaluation. Such a process should lead to the self-evaluation referred to under Prin-

[1] A set of principles which have been formulated in a cooperative and democratic way may be secured from the Training School Office, Illinois State Normal University. Such a set of principles will, however, be more valuable if it is recorded and worded by the teacher or group of teachers attempting to follow it.

ciple No. 5 and should help the student to realize that he has much to learn.

10. *The evaluation program and process in the laboratory school should serve to demonstrate to the public schools, to the university as a whole, and to off-campus supervising teachers how all evaluation should be carried on.*

Too often evaluation of the growth and development of a student teacher is thought of in terms of what is done to a student teacher at the end of a student-teaching assignment. Principle No. 6 and others listed make clear that the evaluation is carried on *with* the student and that the student profits by the evaluation. Therefore, the evaluation is a continuous process throughout the student-teaching assignment.

11. *The evaluative process should be continuous from the beginning of the student-teaching assignment to the end of the assignment.*

Much good theory and many good techniques for evaluating the results of efforts to educate pupils, college students, and adults have been developed in the last ten years. The basic principles and many of the techniques proposed and advocated in this pamphlet for use in evaluating the educational results of laboratory-school experiences are applicable on all levels of education. If a student teacher experiences good evaluative practices during his student-teaching assignment, he will be not only learning methods but also gaining general insight into the whole process of evaluating educational experience that will be of immense value to him. Public school administrators, supervisors, and teachers who are alert to their responsibilities in curriculum development and in the planning of public-school programs are struggling to find ways and means of evaluating their efforts. The student teachers who have gained experience in the process of evaluation can make a contribution in the solution of this problem when they are teaching in the public schools.

Each of the principles or concepts listed above needs much more development and explanation than space permits here. It is believed that the principles listed are in line with the best that is known about evaluation. It is also believed that these principles are safe guides in developing a trustworthy evaluation of student teachers and a critical evaluation of a student-teaching program.

Securing the Evidence

One of the questions that must be frequently asked is: "What evidence is there that the student-teaching program is accomplishing the agreed-upon objectives?" If one keeps the objectives clearly in mind and if one follows conscientiously such principles of evaluation as have been listed, he can secure the evidence in the following manner:

1. By observing the change in the student's behavior (see Principle No. 3) during the student-teaching program.
2. By having the student teacher keep a "log" of his own experiences showing his accomplishments in terms of what he wants to accomplish.
3. By using anecdotal records of behavior that shows development.
4. By securing the judgment of other people, based on observations and contacts spread over a period of time, in addition to that of the supervising teacher.
5. By providing conference sessions in which the student teacher can express his ideas on how to provide effective teaching-learning activities and in which the supervising teacher can evaluate the student teacher's development.
6. By constructing rating scales on the basis of the objectives to be accomplished in the student-teaching assignment.
7. By using personality tests, social sensitivity tests, and other types of tests whereby the student teacher can evaluate his own ability; and then by noting any improvements that take place during the student-teaching assignment.
8. By using pupil inventories when the student teacher is agreeable to their use.
9. By using samples of pupils' work to determine how much the pupils have grown and developed under the direction of the student teacher.
10. By having student teachers evaluate each other when more than one is working with a group of pupils.

Following a procedure such as that outlined above constitutes good evaluation in the light of the best that is known about evaluation of growth and development. Since new ideas and new techniques are continually being developed in the evaluation process, it is imperative that any system of evaluation be continually under study and revision. It is very important that a teacher-education institution have a well-devised system for evaluation of its student-teaching program and that it get the system into operation.

The Reporting of Evaluation

The fact that evaluation of a student-teacher's growth and development is a continuous process has already been stated. The recording of the evaluation on a form at the end of the student-teaching assignment is something else. Too often the filling out of a form for the laboratory-school office, the placement office, or the registrar's office is deemed to be evaluation in and of itself, whereas it is only the recording of evaluations previously made.

There will always be need of a final form for recording evaluations. The development and construction of such a form will probably always

give as much concern and trouble as the development of a report form to send to the parents of children in elementary schools and high schools.

On the basis of the principles and concepts of evaluation heretofore discussed, the recording instrument should include the following features:

1. Provisions should be made for indicating growth and development toward each of the agreed-upon objectives, that is, for indicating the history of the student teacher's growth from the time he started until the time he completed his student-teaching assignment.
2. The form should lend itself to cooperative evaluation on the part of the student teacher and the supervising teachers.
3. The form should include provisions for recording all aspects of a student teacher's behavior.
4. The form should provide opportunities for recording evidence, such as anecdotal records of behavior of the student teacher and incidents of unusual value for determining the ability of the student as a teacher.
5. The form should provide opportunities for recording recommendations to the student teacher for future growth and development.
6. The physical aspects of the form which is adopted should be the results of the cooperative efforts of supervisors, student teachers, and other staff members who work with student teachers and with the staff members who will use the report after it has been completed and filed.
7. In the construction of the form, emphasis should be placed upon those items considered fundamental, such as the student teacher's capacity for understanding children, his adeptness in directing teaching-learning activities with children, and his behavior patterns which may become a basis for determining his future growth and development.

In this chapter emphasis has been given to (1) the purpose for having an accepted set of objectives for the student-teaching program, (2) the principles of evaluation that appear to be valid in ascertaining the growth and development of students toward the agreed-upon objectives, (3) the ways and means of securing evidence that indicates how well the objectives have been accomplished, and (4) the features of a form that provides ways and means of recording, at the close of the student-teaching assignment, the evaluations that have been made. Following such principles and ideas will assist in developing a student-teaching program as an essential and effective part of a total teacher-education program.

PROFESSIONAL ACTIVITIES OF THE FACULTY

Francis M. Alexander, assistant professor of the teaching of social science, served as program chairman for the fall meeting of the Illinois Council for the Social Studies, October 17, on the campus of Illinois State Normal University. She attended the convention of the National Council for the Social Studies, in Buffalo, New York, on November 26-28.

Mary S. Arnold, assistant professor and supervising teacher in the second grade, attended a meeting of the state committee members and officers of the Illinois Association for Supervision and Curriculum Development held at Ottawa, September 28. As vice-president of the Illinois Association for Student Teaching, she was a member of the planning and program committee for the meeting, November 14, on the Illinois State Normal University campus. During October, Miss Arnold gave two travel talks in Bloomington, using colored slides, the one, entitled "Mexico: South of the Border," to the Business and Professional Women's Club, and the other, entitled "Europe Through a Lens," to Circle 8 of the Second Presbyterian Church.

Dr. G. Bradford Barber, assistant professor of speech, spoke to the Ohio Association of Secondary Teachers of Speech on "The Possibilities of a Fundamental Course for Every Secondary School" and to the Ohio High-School Speech League on "An Analysis and Evaluation of Forensic Contests as Conducted in the Secondary Schools within the Area of the North Central Association." These meetings were held in Columbus, Ohio, October 16-17. He wrote book reviews of two high-school speech textbooks, which appear in the current issue of the *Quarterly Journal of Speech*.

Ruth Bird, assistant professor of the teaching of health and physical education, attended the state convention of the Illinois Association for Health, Physical Education, and Recreation in Peoria, November 13, and the Illinois Association for Student Teachers at Illinois State Normal University, November 14.

Margaret K. Bradford, instructor in the teaching of home economics, wrote an article entitled "Evaluating Clothing Construction," which was published in the May issue of *Practical Home Economics*.

Elsie Brenneman, director of admissions, has been elected to the Executive Committee of the Association for Higher Education of the National Education Association and will serve in that capacity for two years. She participated as a panel member, discussing "Continuity in the Use of Personnel Records," at a conference of the Illinois Guidance and Personnel Association in DeKalb, October 9-10.

Francis R. Brown, assistant professor of mathematics, directed a preschool workshop on "New Trends in Teaching Arithmetic" for the Streator elementary teachers on August 28. He led a discussion group on "In-Service Training of Mathematics Teachers" at a meeting of the Illinois Council of Teachers of Mathematics at Springfield on October 3.

Dr. John W. Carrington, director of laboratory school experiences, was on a panel dealing with "Articulation Problems Between Elementary or Junior High Schools and High School and Between High School and College" at a meeting of the Illinois High-School Principals' Association at the University of Illinois on October 6. He served as consultant on "Junior High-School Problems and Programs" at the St. Clair

County Teachers' Institute, October 8. Dr. Carrington addressed the Teacher-Education Section of a meeting of the Iowa Education Association in Des Moines, Iowa, on November 6. His subject was "The Function of Laboratory Experiences in a Teacher-Education Program."

Helen Chiles, assistant professor of foreign languages, took a group of University High School and Illinois State Normal University Latin students to the eighth convention of the Junior Classical Society of Illinois, held at Springfield on October 17.

Dr. Bernice Cooper, associate professor of health and physical education, served on the program committee for the meeting of the Illinois Association for Student Teaching held on the Illinois State Normal University campus, November 14.

Dr. Florence P. Davis, professor of home economics and director of the division of home economics education, spoke to the home economists and administrators of the high schools of Logan, Macon, and Sangamon Counties on October 14 in the Springfield High School. Her subject was "The Teacher's Role in Working with Families of Varying Cultural Patterns."

Dr. Chris A. DeYoung, professor of education and head of the department of education and psychology, was elected secretary-treasurer in Oxford, England, of the newly-formed International Council on Education for Teaching. His article, "The Seven Wonders of the Modern Educational World," appeared as the lead article in *Illinois Education* for September, 1953. Dr. DeYoung spoke on "The Role of Laymen" to Presbyterian Laymen in Pekin, September 1. "Kashmir" was his topic before the College Alumni Club in Bloomington, September 18. The Illinois Association of School Administrators, meeting in Peoria on September 24, heard his speech on "Reorganization." In Ottawa, September 26, for the Illinois Association for Supervision and Curriculum Development, Dr. DeYoung discussed "International Education" in his capacity as chairman of the state committee on International Education. He talked on "Pre-College-Day" at Elgin High School in Elgin on October 3 and spoke on "Christ's Point-Two Program" at an interdenominational meeting in Bloomington, October 6. "Overseas" was his subject for County Institutes in Neoga and Yorkville on October 8 and 9.

Alice L. Ebel, assistant professor of social science, was a member of a panel discussing "Civics and Problems Courses in High School" on November 27 at the annual meeting of the National Council for the Social Studies in Buffalo, New York.

Dr. Dorathy Eckelmann, associate professor of speech, has been serving for the past year and will serve for the coming year as the editor of the *IllASTEEC*, the Newsletter of the Illinois Association for Teachers of Exceptional Children. She took eleven special-education students to the meeting of the Illinois Speech Association at Urbana, October 16-17. During Dr. Eckelmann's attendance at the national convention of the American Speech and Hearing Association in New York on November 23-25, she participated in a panel discussion on "The Training of Public-School Speech Correctionists."

Dr. Raymond W. Fairchild, president of the University, spoke at Eastern Illinois State College, Charleston, on October 3, 1953, on the subject "Robert Guy Buzzard and Teacher Education in Illinois" in connection with the celebration of the twenty years of service of President Buzzard at Eastern Illinois State College. On October 14 at Rockford and on October 22 at Peoria, he spoke on "Twenty Years of Progress in Teacher

Education" at two of the Illinois State Normal University alumni meetings.

Dr. Esther L. French, professor of health and physical education and head of the department of health and physical education for women, has been appointed editor of the Biennial Record of the National Association for Physical Education of College Women and a member of the Association's committee to study problems in competition. She served as a member of a selection committee at the Midwest Field Hockey Tournament held in Milwaukee, November 14-15.

Dr. Ruth M. Freyberger, associate professor of art, had an article, "How We Studied Canada," published in the November issue of *Junior Arts and Activities*. She exhibited a water color and pastel in the 26th Annual Exhibition of the Work of Artists of Reading and Vicinity, Pennsylvania, from October 18 to November 29, and exhibited with the Bloomington-Normal Artists Group at Withers Library in November.

Malinda D. Garton, assistant professor and supervising teacher of the mentally retarded, intermediate, spoke on "The Exceptional Child in the Illinois Plan of Education" at the Paxton Parent-Teacher Association meeting on November 23.

Arley F. Gillett, assistant professor of health and physical education, showed and discussed slides on Elementary-School Physical Education at the Elementary Section of the state convention of the Illinois Association for Health, Physical Education, and Recreation on November 13 in Peoria.

Dr. Miriam Gray, associate professor of health and physical education, was chairman of the Dance Section of the Illinois Association for Health, Physical Education, and Recreation on November 14 in Peoria.

Dr. Edna M. Gueffroy, associate professor of geography, served as national secretary-treasurer of Gamma Theta Upsilon, national geography fraternity, for the national meeting at the Hotel Statler in Buffalo, New York, November 27. She also attended the National Council of Geography Teachers, meeting in Buffalo on November 27-28.

Dr. Jeannette Gund, assistant professor of health and physical education, attended the fall meeting of the Central District of the American Camping Association at Allerton Park. She was appointed secretary for the remainder of the year to fill a vacancy. She is currently serving on the Outing and Winter Sports Guide Committee as the bibliographical chairman.

Dr. Gertrude M. Hall, director of publicity, appeared on the program of the District VI conference of the American College Public-Relations Association at Urbana on October 3-4. She is the author of an article appearing in the October issue of *Education Today*.

Howard J. Hancock, director of athletics, spoke to the Illini Quarterback Club in Lincoln, November 2, on "Twenty-five Years' Association with Athletics."

Dr. Ruth Henline, associate professor of English, was discussion leader on "What's New in the Literature of the Teaching of English?" at the conference for Elementary, Junior-High, and Secondary School Teachers of English on October 3-4 at the University of Illinois.

Dr. F. L. D. Holmes, professor of speech and director of the division of speech education, participated in a panel discussion on "The Education of Secondary Teachers of Speech" at the annual meeting of the Speech Association of Illinois in Urbana, October 17.

Dr. Clifford E. Horton, professor of health and physical education and director of the division of health and physical education, served as leader of a discussion on "Improving Teaching in Our Physical-Education Program" at the Will

County Teachers' Institute. On October 6, he was a member of a panel on "The High-School Physical-Education Program" at a meeting of the Illinois High-School Principals' Association at Champaign. Dr. Horton was the speaker at meetings of two Parent-Teacher Associations: at San Jose on October 9 his subject was "Why Sports at All"; at Altona on October 20 he spoke on "The Physical-Education and Athletic Program at the Junior-High-School Level."

Dr. Anna L. Keaton, dean of women, participated in a convention of the Illinois Guidance and Personnel Association in DeKalb, October 9-10, as a member of a panel on "Teaming with the Home."

Dr. Emma R. Knudson, professor of music and director of the division of music, is chairman on a two-year appointment of the North Central Division of the Music Education National Conference for Student Membership Activities and is state music chairman of Delta Kappa Gamma.

Dr. Cecilia J. Lauby, associate professor and coordinator of off-campus student teaching, participated in the Work-Day Meeting of the Illinois Association for Supervision and Curriculum Development at Ottawa and Starved Rock, September 26, in her capacity as secretary of the Association. She attended the meeting of the Illinois Association for Student Teaching on November 14, on the Illinois State Normal University campus, and was a member of the program committee. She served as president of the Central Association of Science and Mathematics Teachers at the annual meeting held at the Congress Hotel in Chicago on November 26-28.

Dr. Ella C. Leppert, associate professor of education, talked on "How ICP-CEP (Illinois Curriculum Program - Citizenship Education Project) Helps Teachers and Students Learn to Develop Civic Skills Through Use of Community Resources" at a Workshop of County Superintendents of Illinois, held August 3 at Pere Marquette State Park. She served as chairman of the Committee on Publications and Publicity for the Illinois Association of Supervisors for Curriculum Development meeting at Ottawa and at Starved Rock State Park on September 26. At the meeting of the Illinois Association of Secondary School Principals, October 7, in Urbana, Dr. Leppert spoke on "Enriching Citizenship Education Programs in Illinois Schools." On October 16 in DeKalb, she was a member of a panel on the topic "Developing Moral and Spiritual Values" for a meeting of the Illinois Guidance and Personnel Association. She was chairman of a panel on "The Core Curriculum in Illinois" at a meeting in Normal of the Illinois Council for the Social Studies on October 17. At the November 26-28 meeting of the National Council for the Social Studies in Buffalo, New York, Miss Leppert served as a resource person to groups on "Teacher-Pupil Planning in Social Studies Classes."

Dr. Harry D. Lovelass, Principal of University High School, attended the annual meeting of the Illinois Guidance and Personnel Association, October 9-10, at DeKalb. He served as recorder for the discussion group considering the evaluation of programs of guidance services and, at a general session, made a report concerning the activities of the state Guidance Area Round-table Discussion Group Committee, to which he was re-elected chairman. He attended the annual meeting of the Illinois High-School Principals' Association in Urbana, October 6-7. Dr. Lovelass served as a counselor at the Elgin High School pre-college day meeting on November 3. The purpose of the meeting was to prepare Elgin High School seniors for the college day scheduled at a later time and to help them choose intelligently their vocations

as well as their future educational programs. He attended the executive committee meeting of the Illinois Guidance and Personnel Association at Champaign on November 5. He was a recorder at the general session of the Central Regional Conference of the National Association of Guidance Supervisors and Counselor Trainers in co-operation with the vocational division of the American Vocational Association in the Conrad Hilton Hotel, Chicago, on November 23.

Faye E. Mansfield, assistant professor and supervising teacher in the fourth grade, wrote two articles which were mimeographed for distribution to the public-school teachers of Springfield. The articles were "Spelling for Primary Children" and "Help Them Wish to Spell," the latter designed for grades four to eight. She served as a consultant on the Spelling Experimental Program in the Springfield public schools and gave informal talks on problems of spelling at the elementary level on September 24 and again on October 15.

Dr. Stanley S. Marzolf, professor of psychology, is currently serving as chairman of the membership committee of the Division of School Psychologists, as chairman of the Auditing Committee of the Division of Clinical and Abnormal Psychology of the American Psychological Association, and as a member of a subcommittee of the committee on Counselor Training of the Division of Counseling and Guidance of the American Psychological Association. At the conference of the Illinois Guidance and Personnel Association in DeKalb, October 9-10, Dr. Marzolf was chairman of a sectional meeting on "Individualizing Test Interpretation: Grades Seven through Nine." He attended a meeting of the directors of university counseling services held at the University of Minnesota, November 19-20.

Dr. Blanche McAvoy, professor of the teaching of biological science, and Harold Moore, assistant professor of biological science, are the co-authors of *Biology: A Study Guide,* the second printing of which came from the press in September.

Dr. Ralph A. Micken, professor of speech, read a paper on "The Logic of Persuasion" and gave a lecture-demonstration, "Interpreting Oratory," at the annual convention of the Illinois Speech Association in Urbana on October 17. He talked before the Adult Education Committee of the Clinton Young Men's Christian Association on "Discussion as an Educational Device," October 19.

Dr. Stanley K. Norton, assistant dean of men, attended the annual meetings of the Illinois Association of Deans and Advisors of Men on October 19 in Urbana and of the Personnel Deans of State Supported Colleges at Eastern Illinois State College on November 9 in Charleston.

Alice L. O'Brien, instructor in education, spoke before the Beloit Association for Retarded Children on September 10 in Beloit, Wisconsin.

Alice R. Ogle, assistant professor of art, attended the Illinois Art Education Association convention on November 6-7 at Jacksonville.

Leslie D. Park, instructor and supervising teacher in health and physical education, gave a colored-slide presentation, "A Day at the Children's School," at the Bloomington Men's Club Luncheon on August 4. He served as chairman of a general session on "The Teacher and Public Relations," November 13, at the State Convention of the Illinois Association for Health, Physical Education, and Recreation at the Pere Marquette Hotel in Peoria. He was a member of the panel for the Recreation Section on "The Physical-Education Teacher's Responsibility for the Conduct of the

Recreation Program in Illinois Communities."

Dr. Rose E. Parker, professor of education and director of the division of special education, presided over the section on "Integration of Regular and Special Classes for Handicapped Children" at the Governor's Conference on Exceptional Children, September 25, in Chicago. She spoke at the Logan County Institute in Lincoln, October 23, on the subject, "Reading Difficulties among Children."

William D. Popejoy, instructor in mathematics, attended the National Council of Teachers of Mathematics meeting at Kalamazoo, Michigan, August 20-24. On October 3, he attended the Illinois Council of Teachers of Mathematics in Springfield.

Lawrence Pugno, assistant professor of science, is the author of the report, "Science Teaching in the Community," appearing in *Science Education* for October, 1953. He served as a recorder-consultant at the 31st Conference on the Education of Teachers in Science, November 14, in New York City.

Dr. Vernon L. Replogle, principal of Metcalf Elementary School, served as a consultant in the Elementary-Education Workshop of the Illinois Curriculum Program at Allerton Park, September 11-12. On September 22 and October 15, he assisted the Springfield teachers in designing and setting up a spelling experiment. He attended a meeting of the Illinois School Administrators as well as the Schoolmasters' Club in Peoria on September 25. Dr. Replogle worked on the editorial committee of the Illinois Curriculum Program to formulate an outline to be used by schools in reporting projects sponsored by the Illinois Curriculum Program. The committee met in Champaign on October 5.

Candace L. Roell, assistant professor of health and physical education, presided at the Governing Board meeting of the Midwest Association of College Teachers of Physical Education for Women, September 25-26, at Purdue University, Lafayette, Indiana. She is a member of the Governing Board of the National Association for Physical Education of College Women.

Dr. Theodore Sands, associate professor of social science, made several speeches in the Bloomington-Normal area in October: on October 8 he spoke before the Four O'clock History Club on the topic "Why the U.N."; on October 20, his topic for the League of Women Voters was "The Bricker Development and the U.N."; and on October 23, he presented a radio address on station WJBC entitled "The Place of the U.N. in American Foreign Policy."

Dr. Mary C. Serra, associate professor of education, talked at Bristol, November 20, on the topic "New Trends in Reading."

Dr. Gwen Smith, associate professor of health and physical education, conducted a discussion on changes in the 1953-54 Basketball Rules for Girls and Women at the state meeting of the Illinois Association for Health, Physical Education, and Recreation, held in Peoria, November 13-14.

Eunice H. Speer, assistant professor and assistant librarian, attended a meeting of unit-district librarians and principals who discussed the unit-district library in Illinois, its unique problems, and its progress, October 19, at the Leland Hotel in Springfield. On October 30 at the University of Illinois, she attended a meeting of the Illinois Curriculum Program relating to the education of librarians for the schools of Illinois. She attended a combined meeting of the Illinois Library Association and the Illinois Association of School Librarians on November 6-7 in Chicago. Miss Speer talked before a conference of high-school

student library assistants at Shelbyville on November 14.

Dr. Glen J. Taylor, professor of speech, has been assigned to the program committee for the annual convention of the American Hearing and Speech Association in New York City, November 23-25.

Donald F. Templeton, instructor in the teaching of English, spoke before a divisional meeting of the Illinois State High-School Press Association at Urbana, October 9, on the subject "Covering Football and Basketball."

Dr. Herman R. Tiedeman, professor of psychology, was a member of a panel on "Individualizing Test Interpretation —Kindergarten through Sixth" at the annual conference of the Illinois Guidance and Personnel Association in DeKalb, October 9-10.

Dr. Lewis R. Toll, professor of business education and director of the division of business education, is an examiner for the Accrediting Commission for Business Schools. He served as chairman of the Business-Education Conference on October 3 with twenty Illinois counties represented, and as a resource person for the annual conference of the Illinois Association of Junior Colleges on October 23, both held on the Illinois State Normal University campus. Dr. Toll is conducting a membership drive for the National Association of Business Teacher-Training Institutions. As vice-president of this organization, he attended a board meeting in Chicago, October 16-18, to plan for the annual convention and for cooperative research studies.

Eleanor W. Welch, associate professor and director of libraries, presided as president at all meetings of the Illinois Library Association, November 5-7, at the LaSalle Hotel in Chicago.

Lela Winegarner, assistant professor of English, participated in a panel discussion which attempted to make a critical estimate of travel courses, at a national meeting of the Travel Section of the National Education Association on October 23 in Springfield.

Dr. Orville L. Young, associate professor of agriculture, published an article entitled "Pick Slower and Save Corn" in the September issue of *Farm Implement News,* a national magazine devoted to new developments in the field of farm machinery. The illustrated article reported the results of a three-year research study on the relationship between speed of picking corn with a mechanical picker and the loss of corn by the picker.